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ABSTRACT

The document reports on an extension course taken in the spring of 1970 by public school teachers in the Columbia Heights Public School System via the University of Minnesota. The course, on American Indian education, included the usual on-campus requirements, as well as several lectures by guest Indians. Additionally, each teacher who enrolled in the course for credit authored a curriculum unit for the grade level or subject area in which he was actively teaching. As one of the units selected for distribution, the material presented in the body of the document is intended for grade 3, with the overall objective being to sensitize students to cultural values of the Chippewa residents of the Minnesota reservation as contrasted to middle-class urban white culture. The plan of study in this social studies unit "does not attempt to delve too deeply into the political and economic area" but presents ideas to help the child become more fully aware of a culture different from his own and to set a base for more involved study of the American Indian in grades 4-6. Included in the unit are objectives, basic concepts to be developed, lesson plans, lists of audiovisual aids, and a bibliography. (EL)

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CHIPPEWA INDIANS:

A NATIVE AMERICAN CURRICULUM UNIT

FOR THE THIRD GRADE

NATAM XIII

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by

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in coordination with
Office of Community Programs
Center for Urban and Regional Affairs
Training of Teacher Trainers Program
College of Education
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University of Minnesota
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A Note on the First NATAM Curriculum Series

During the Spring of 1970, a special University of Minnesota course in Indian education was offered through the College of Education and the General Extension Division to public school teachers in the school system of Columbia Heights, a Minneapolis suburb. This course--which was taught in Columbia Heights--was arranged and specially designed as a result of a request from Columbia Heights school officials and teachers to Mr. Gene Eckstein, Director of Indian Upward Bound. (Indian Upward Bound is a special Indian education program funded by the U.S. Office of Education, the University of Minnesota, and the Minneapolis Public Schools. It operates at two inner-city Minneapolis junior high schools, and functions under the control of an all-Indian board of directors.) In addition to the usual on-campus course requirements, such as reading, enrollees were given special lectures by invited Indians in addition to the person responsible for accreditation, Dr. Arthur Harkins. Lecturers were compensated for their contributions by a special fee paid by the course enrollees. A complete listing of the lecture sessions follows:

April 1, 1970 — Mr. Charles Buckanaga (Chippewa) "Indian Americans and United States History" Mr. Buckanaga presented a brief resume of the relationship of the American Indian and the in-coming European Cultures. He also discussed a three-dimensional view of historical data, emphasizing the development of gradual feelings toward and the eventual end result of the native Americans.

April 8, 1970 — Mr. Roger Buffalohead (Ponca) "Urban Indian" Mr. Buffalohead discussed the conflicts and problems confronting the Indian in the migration to the Urban setting.

April 15, 1970 — Lecture on Urban Indians
Dr. Arthur Harkins - University of Minnesota

April 15, 1970	Gene Eckstein (Chippewa) "Cultural Conflict and Change". Mr. Eckstein discussed the changing cultures of the Indian American and the problems encountered.
April 22, 1970	G. William Craig (Mohawk) "Treaties and Reservations". Treaties by the United States and American Indian Nations. The out growth of reservations and their influences on the American Indian.
April 29, 1970	Lecture H Ed. III Dr. Arthur Harkins
May 6, 1970	Gene Eckstein (Chippewa) The psychological and sociological challenges of the Indian American citizen in the transition from the Indian reservation to an urban area.
May 13, 1970	Lecture W Ed. III Dr. Arthur Harkins
May 20, 1970	Mr. Will Antell (Chippewa) "Indian Educational Conflicts" Director of Indian Education in Minnesota, Mr. Antell presented the challenges of the teacher in Indian Education, together with their relationship to the Indian student, Indian family and Indian community.
May 29, 1970	Lecture H Ed. III Dr. Arthur Harkins Comments from the class - final examination.

As a course requirement, each teacher taking the course for credit authored a curriculum unit for the grade level or subject area which he or she was actively teaching. The best of these units - a total of nineteen - were selected, and the over-all quality was judged to be good enough to warrant wider distribution. It was felt that the units were a good example of what professional teachers can do--after minimal preparation, that the units filled an immediate need for the enrolled teachers for curriculum material about Indian Americans, and that they served as an opportunity to test a staff development model. The units were endorsed by a special motion of the Indian Upward Bound Board of Directors.

From Indian Upward Bound Board metting--Thursday, January 7, 1971.

Certain people are asking that the curriculum guide of the NATAM series by taken from school teachings. There was discussion on this and it was suggested instead of criticizing the writing make suggestions on how to better them. Gert Buckanaga made a motion that we support the experimental curriculum guides. Seconded by Winifred Jourdain. Motion carried.

To accomplish distribution, the units were typed on stencils, mimeographed, assembled and covered. Costs were shared by the University's Training Center for Community Programs and the Training of Teacher Trainers Program of the College of Education. The units were then distributed throughout the state by shop stewards of the Minnesota Federation of Teachers, an AFT affiliate. The entirety of these distribution costs were borne by MFT.

A new NATAM series is currently being prepared. It will focus upon contemporary reservation and migrated Native Americans.

The Coordinators
May, 1971

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Introduction

This unit is designed to be an extension and enrichment study of the more general Indian unit presented in the third grade basic social studies text, Working Together, Follett Publishing Company.

Because of the very general nature and lack of emphasis on contemporary Indians in the text unit, this plan attempts to "focus in," so to speak, on a particular Indian people - the Chippewa or Ojibway Indians of Minnesota.

The child at this age is usually curious about his community and home state, as well as the kinds of people who might live there. One of the most popular library books among third graders at Oakwood this year was a book titled "Minnesota, It's Land and People." At the same time, a third grader is old enough to have established misconceptions and stereotyped ideas about minority groups, at home or through the media of television and motion pictures.

It should be emphasized that this plan of study does not attempt to delve too deeply into the political and economic arena surrounding this subject at this grade level. Rather, it presents material and ideas to help the child of eight or nine years of age become more fully aware of the existence of a culture different from his own and to set a base for more involved study of the American Indian in grades 4-6.

Objectives

1. To build the child's knowledge of American Indians, specifically the Chippewa Indians of Minnesota.

2. To build curiosity and interest based on this knowledge about this important minority group.

3. To correct misconceptions about American Indians, past and present.

4. To establish a background for further study in grades 4-6.

5. To develop concepts of respect for cultural patterns different from one's own.

6. To encourage use of acquired skills and knowledge as a means for independent and group research.

7. To encourage further independent research about various Indian tribes.

Basic Concepts to Develop

1. Chippewa Indians once resided over large land areas near the Great Lakes but ultimately lost vast land holdings due to the influence of the white man.

2. The Chippewa Indians used their natural resources in order to survive in a woodland environment.

3. We can more fully appreciate some of the Chippewa customs and ceremonies through their song and dance if we have some understanding of the purpose of these songs and dances.

4. Indians are proud of their heritage in the same way that black or white Americans are proud of their legends, art, and customs.

5. Some Chippewa people live on tribal-owned land called reservations in Minnesota and neighboring states. They have a lower standard of living than most white people in Minnesota. Their land may lack fertility, and the average Indian may lack skills to work in nearby (if any) industrial or commercial jobs.

6. Some Chippewa people live in large cities. Their standard of living is usually lower than most white city dwellers due to inadequate educational experiences, lack of job skills and capital.

7. Indians have distinguished themselves in many areas, such as the professions, government, sports, entertainment and the arts.

8. If the Indian is to take his rightful place in society and still retain his uniqueness as an Indian, it will take much effort and understanding on the part of all people.

Lesson Plans

I. Guide Questions

A. Where did the Chippewa Indians live?

B. What caused them to spread West?

C. Why were they able to take over land areas that belonged to other Indians?

II. Procedures and Activities

A. Use the picture map of American Indians Before 1650 to review briefly the land area occupied by Woodland Indians in general, Chippewa Indians in particular. See Audio-Visual List.

B. Restate guide questions B and C above. Use films and filmstrips listed. Discuss and answer guide questions emphasizing the fur trade, white expansion, and the acquisition of the rifle by the Chippewa as contributing factors.

C. The children may draw a large map (opaque projector can be used) showing colored land areas occupied by the Chippewa after 1800 and compare this with the 1650 map. These maps would be a good source of comparison of present day reservation land holdings of the Chippewas later in the unit.

D. Encourage children to use their subtraction skills to determine time elements from 1650 to the present.

E. Start an Indian Booklet using map drawings and study sheets.

III. Evaluation

A. Through their discussion, did the children indicate that they were able to draw inferences and see relationships from the material presented?

B. Can the children relate reasons for the Westward movement of the Chippewa Indians?

C. Were the children able to apply their knowledge of maps and geography to the project?

Lesson Plans

I. Guide Questions

A. How did the Chippewa Indians use their natural resources in order to live?

1. How did they get food?
2. What kind of shelter did they have?
3. What kind of clothing did they wear?
4. How did they travel?

B. Which of these occupations fell to the men? Women? Children?

C. How did tribal sharing and cooperation help these people?

II. Procedures and Activities

A. Formulate and discuss guide questions with children.

B. Set up plans of study, research committees, and materials to be used. The teacher may suggest six committees: food, clothing, shelter, travel, tools and weapons, and occupations.

C. The committees with guidance from the teacher should decide which activities will accompany their research. These may include murals, dioramas, charts, roll movies, displays, oral reports, etc.

D. Use films and filmstrips listed to help clarify ideas.

E. Let the children present their reports and projects to another class to culminate this part of the unit.

F. Plan a dinner "Chippewa Style." Serve wild rice, maple sugar or syrup.

G. An alternative or enrichment activity could be adapted based on a simulation game. See Simulation Games and Activities for Social Studies, Chapter 3, Barter Game.

III. Evaluation

A. A short quiz may be used to evaluate understandings of basic concepts.

Lesson Plans

I. Guide Questions

A. In what ways are song and dance important to the Chippewa Indians?

B. What instruments are used?

C. Do the Chippewa people have a religion?

II. Procedures and Activities

A. The teacher may wish to read Chapters 4 and 5 from Chippewa Indians by Sonja Bleeker to the class. This tells the story of a young Chippewa's vision, desire and ultimate initiation into the Midewiwin Society.

B. Encourage the class to discuss the various aspects of the story. These points should be written on the chalkboard or large ruled paper:

1. Medicine men held high positions in their tribe.
2. The power of the midé is exerted through a combination of music and medicine.
3. Some of the great poetry of the Indian people is found in the words of medicine songs.
4. The healing power of music and ceremony is part of the life of many people all over the world. It strengthens the life of tribes.

C. Discuss the fact that many Indians today practice the Christian religion but still enjoy their own music and ceremonies. Let the class discuss customs they practice at home during religious holidays.

D. Listen to some Chippewa music such as "The Flute Melody." (See Audio-Visual Records list.)

E. Learn the words of the "Herb Gathering Song" and others. (See American Indians Sing by Charles Hofman).

F. Compare Chippewa with other Indian music by listening to records. What is alike? What is different? Guide the children to realize that all Indian songs are not alike - as many people believe. Discuss ways in which music is related to their own religious ceremonies.

G. Construct simple drums and rattles. Teach the simple Toe-Heel and Drag steps. Some Indian dance was socially oriented. (See Indian Crafts and Lore, by Ben Hunt).

H. Try some Indian designs using graph paper and colored pencils. Show examples of woodland designs such as flowers, vines, etc. Geometric patterns are also fun to do.

III. Evaluation

A. Observe the children's attitudes and involvement in the activities. Is there indication that they are aware of the relationship of music and religious ceremony in Indian culture?

Lesson Plans

I. Topics for Discussion

A. Where might we find Chippewa Indians living in Minnesota today?

1. What do they do for a living?
2. Do they still hold large areas of land?
3. What kinds of houses do they live in?
4. How do they dress?
5. Can they vote?

B. What are some of the problems Indians face when they come to the city?

C. What are some myths non-Indians have about Indians? How do you think these myths developed?

II. Procedures and Activities

A. Formulate guide questions with the class. The list above is only intended as a general guide. The children will most likely have questions of their own. This will probably be the most flexible part of the unit and will require some research and resourcefulness on the part of the teacher. Following are some suggestions the teacher may adapt to best fit his needs.

B. Maps

1. Use a large county map. Review the concepts covered earlier about a county. Locate the counties in which the Chippewa reservations are located. Discuss the meaning of reservation, emphasizing tribal and allotment ownership.
2. List the reservations: Red Lake, White Earth, Leech Lake, Nett Lake, Mille Lacs, Fond du Lac, Vermillion and Grand Portage.
3. Let the children draw a large map of Minnesota showing the reservation land areas. Develop a simple key which may show such things as industries and natural resources as the study progresses.

C. Slides, Pictures and Filmstrips

1. Show slides and pictures of reservations. Include dwellings from worst to best if possible. Let the children compare these to their homes. Bring out the fact that many reservation dwellings do not include electricity or plumbing.
2. Look at pictures of urban dwellings from ghetto-type areas. Explain that some white and black as well as Indian may live in this type of housing. Usually there is plumbing and electricity in these but the standards are often well below what most of us take for granted.

D. Encourage children to express their ideas as to why some people live in this manner. Expect a range of ideas from "they are just lazy" to "maybe they are too poor to have anything better." This may be a good lead-up to occupational and educational opportunities for minority people.

E. Let the class discuss ways they might earn a living on a reservation. Ricing, fishing, etc., are seasonal work. Could they earn enough to live all year? An excellent activity at this point would be "Spending and Saving", Chapter 6, Simulation Games and Activities for Social Studies. (see bibliography)

F. Through discussion guide the children to the realization that Indians need better education, job skills and a higher economic base in order to raise living standards.

G. Devote a section of the class newspaper entitled "Indians Today." They might include articles about well known Indians in various fields, such as Johnny Cash, LaDonna Harris, and others.

H. Encourage children to bring in newspaper and magazine articles dealing with current Indian affairs for discussion.

I. Start a picture collection of Indians, identifying the different tribes and periods in history.

J. Find out where other Chippewa reservations are located.

III. Evaluation

A. Administer a quiz to evaluate basic understandings.

B. Let the children conduct a "Question and Answer" panel activity to evaluate attitudes and concepts.

Films

Films available from Coronet, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601.

Pioneer Community of the Midwest

American Indians Before European Settlement

Woodland Indians of Early America

(Although the film gives an accurate representation of early Chippewa life, the acting is poor)

Films available from Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Early Settlers of New England

(an old film produced in 1940)

Indians of Early America

Settlement of the Mississippi

Films available from 24 Perenial Educational Corporation, 825 Willow Road, Northfield Illinois.

The Voyagers

Filmstrips

Filmstrips available from Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Indians of the Northeast

The Young Manhood of Quick Otter

The travels of Quick Otter

Filmstrips available from Curriculum Films Incorporated
(these strips are out of print, but may be in your school audio-visual department)

American Indian Life Series

Food
Clothing
Crafts
Decorations
Ceremonies
Games
Transportation
Communication

Filmstrips available from Guidance Associates, Pleasantville, New York, 10570.

The American Indian: A Dispossessed People

(sound filmstrip)

Filmstrips available from McGraw-Hill Films, 330 West 42nd Street, New York, New York, 10018

Eastern Forest Indians

Our Indian Neighbors Today

Where Did the Indian Live?

Filmstrips available from the Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois, 60614

Indians of the Northeast Woodland

Filmstrips available from Warren Schloat Productions, Incorporated, Pleasantville, New York

Ghettos of America (sound filmstrip)

Filmstrips available from U.S. Publishers Association, 386 Park Avenue South, New York, New York, 10016

The Story of the American Indian

Records

Records available from CMS Records, 14 Warren Street, New York, New York, 10007

The Star Maiden and Other Indian Tales

Records available from Folkways/Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, New Jersey, 07632

American Indian Dances
American Indian Tales for Children
Healing Songs of the American Indians
Music of the Sioux and Navajo
Songs and Dances of Great Lakes Indians
War Whoops and Medicine Songs

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Butterfield, Marguerite and Dorothy Brown. Little Wind. Chicago: Lyons and Carnahan, 1963.

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The Indian Historian, quarterly. $3.50. Write to: American Indian Historical Society, 1451 Masconic Avenue, San Francisco, California, 94117

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Other Sources of Information

ABC (Americans Before Columbus)
National Indian Youth Council
P.O. Box 118, Schurz, Nevada, 89427 (subscription with membership - $5.00

Bureau of Indian Affairs Publications
Washington, D.C.

"Answers to Questions About American Indians." Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $.30.